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ABSTRACT

Seven essays are presented that deal with the students, instruction, and administration of Miami-Dade Community College (MDCC). First, John Losak considers the M-DCC student population since 1969, providing data on ethnicity, age of students, male/female enrollments, foreign student enrollments, program diversity, skill level of enrolling students, and full-/part-time enrollments. Robert H. McCabe describes the restructuring of programs and policies and the student flow model developed at M-DCC to meet the challenge of increasing student diversity, declining enrollments and financial and public support, and changing federal goals. J. Terence Kelly and Richard Schinoff examine M-DCC policies concerning the academic diagnosis and placement of entering students, discuss various approaches to student advisement, and describe the academic alert program which is used to periodically inform students about their performance in relation to M-DCC's standards of academic progress. Piedad F. Robertson outlines the components of the Emphasis on Excellence Program for outstanding students. Kamala Anandam describes the Response System with Variable Prescription (RSVP) program used at M-DCC to provide computer-based instruction. In the final two essays, Harold Andrews explores the use of instructional media at M-DCC, and Hattie Daniels assesses the college's commitment to affirmative action in admissions and hiring. (JP)

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BACKGROUND INFORMATION CONCERNING

MIAMI-DADE COMMUNITY COLLEGE

September, 1979

Miami-Dade Community College

JC 800 138

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INTRODUCTION

The introduction to General Education in a Changing Society[1] is included as a preface to this document as it provides a brief statement of background for the changes in policies and practices presently being developed at Miami-Dade Community College.

This section (pages 3 through 11) was deleted prior to the document's submission to the ERIC Document Reproduction Service.

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[1] Lukenbill, Jeffrey D., and Robert H. McCabe. General Education in a Changing Society. Kendall/Hunt Publishing Company, Dubuque, Iowa, 1978.

THE CHANGING NATURE OF MIAMI-DADE COMMUNITY COLLEGE STUDENTS

John Losak

The focus of this paper is the increasing diversity of the student population at Miami-Dade Community College, along with a summary of the dramatic increase in the size of the College during its short history. Included are brief, narrative descriptions of some of the major areas of diversity--ethnicity, age, sex, full-time/part-time enrollment, along with some estimates of diversity of the academic talent which has occurred in the last decade.

Miami-Dade will again enroll more than 40,000 credit students for the current Fall Term. Since the College opened its doors in 1960, there have been (projecting through the current year) 380,000 credit students and 200,000 non-credit students enrolled. As the diversity and size of the College is reviewed, it should be noted that a major part of the change has occurred in the last decade. When Miami-Dade enrolled 28,000 students in 1970, it was still a fairly traditional two-year junior college. The name change in 1973 to Miami-Dade Community College reflected, to a large extent, the commitment to the entire community, and conveyed to the public that Miami-Dade was no longer the traditional two-year junior college perceived by large numbers of the public. The curriculum implications of changing from a traditional male, full-time 19 and 20 year old student of primarily white, non-Hispanic origin to a community college which has a minority enrollment considerably larger than non-minority enrollment, and is heavily female and heavily part-time, are staggering. The succeeding papers include comments directed to many of these curriculum implications, including the recent recognition by federal officials of Miami-Dade's status implied in the award of Title III monies for developing institutions.

As with all figures which relate to an organization as complex as Miami-Dade, most of the numbers in the following tables must be taken as approximations,

especially those which relate to ethnicity and age during the first decade. In addition, the figures for the twentieth year, beginning this current Fall Term, are preliminary since most of the other figures relate to end-of-term. Perhaps some of the diversity can be appreciated by noting that Miami-Dade enrolls as much as six to eight percent of the population of Dade County--between 3,500 and 4,000 credit students--between Labor Day and the close of the Fall Term. Another perspective is that the College enrolls more students in credit courses of varying lengths and purposes during a term than many colleges have total student enrollment.

I. Ethnic Data

It is sometimes hard to conceive--and painful to remember--that Miami-Dade opened as a segregated institution in 1960. Today more Black students are enrolled than in all but a handful of colleges in the United States, including those which are predominately Black. This is still the case despite the decline in Black enrollment for the past two years. Miami-Dade gradually enrolled more Black and Hispanic students during the first five years of its enrollment, supported by the Cuban refugees flooding into the United States in the early and mid-sixties. Nonetheless, as recently as 1970, best estimates are that 73.3 percent of Miami-Dade enrollment was White, non-Hispanic, 10.4 percent was Black non-Hispanic, and 13.4 percent Hispanic. By 1975 this had changed dramatically to 56.5 percent White non-Hispanic, 16.3 percent Black, and 26.6 percent Hispanic. Note that in absolute numbers, the Black enrollment grew from 2,887 to 6,127 students, and Hispanic students from 3,748 to 10,030. Today Miami-Dade is enrolling more minority students than non-minority students. As shown in Table 1, there are 43.8 percent white non-Hispanic students enrolled,

14.2 percent Black students, and 39.9 percent Hispanic students. These enrollment proportions closely parallel the Dade County population statistics.

II. Age of Students

The age of the students at Miami-Dade Community College reflects the curriculum diversity, and is also reflective of the community service orientation. When Miami-Dade opened in 1960, it was as the typical junior college conceived during the fifties and sixties. That is, a two-year college whose primary task was to enroll those students directly out of high school who were looking for a cheaper and more geographically accessible route for their first two years of college. Although precise data is not available, it is clear that the College's students were of the 19 to 20 age group intending to continue toward a B. A. It was not long, however, before Miami-Dade was attracting the large number of adults in the community who had not had opportunities for higher education provided by public expense. Dade County did not have a State University System site until Florida International University opened in 1972. As late as 1970, only 15.3 percent of Miami-Dade students were over 25. By 1975, approximately 30 percent of the College's students were over age 25, and this fall there are about 28 percent.

III. Male/Female Enrollment

Perhaps one of the most dramatic changes in the student population of Miami-Dade has been the shift in enrollment proportions between male and female students. When the College opened, 66 percent of the students were male. In 1965 this had dropped to 64 percent. By 1970 there had been a sizable drop to 57 percent, followed by further decline to 51 percent on 1975. Between 1975 and 1979, there was nearly an eight percent decline from 51 percent in 1975 to 43 percent in 1979.

IV. Foreign Student Enrollment

The enrollment of foreign students at Miami-Dade was negligible in 1960; 117 in 1965; and 754 in 1970. By 1975 there were 1,250 foreign students enrolled, and by 1979, 2,031.

V. Program Diversity

Program diversity has followed the diversity of the students even if only viewed in terms of numbers. Behind these numbers, however, are a wide array of curriculum opportunities for students, provided in large measure as an attempt to deal with the diverseness of student interest and aptitudes. In 1960 there were ten A. A. programs and ten A. S. programs offered. In 1965 there were 25 A. A. programs, and 23 A. S. programs. By 1970 these programs had increased to 42 A. S. programs and 35 A. A. programs. By 1975 there were 35 A. A. programs, 51 A. S. programs, and in 1979, 39 A. A. and 58 A. S. programs. There are now 29 P. C. programs designed primarily for those students who are enrolling for very specific and limited goals.

VI. Basic Skills

The decline in basic academic skills of the students enrolling at Miami-Dade is clear to those closely affiliated with the College. Although statistical data are difficult to pull together, the decline in basic skills is commented upon by most faculty who have been at the College in the last decade, and are reflected in test scores. Moreover, there is no reason to believe that Miami-Dade has escaped the decline in academic skills widely reported nationwide in higher education.

VII. Full-Time/Part-Time Student Enrollment

Table 3 summarizes the number of students required to generate a full-time-equivalent student as defined by the State of Florida for the purpose of funding. There are a number of perspectives on the relation-

ship between full-time and part-time enrollment. As indicated in Table 2, Miami-Dade enrolled 77 percent of its students on a full-time basis in 1960, and 70 percent in 1970. Currently, only 42 percent of the College's students are full-time. Table 3 shows the impact of the decline of the full-time student in terms of a formal definition of a full-time-equivalent student. One of the important implications of this change for an institution the size of Miami-Dade is that a single student taking a single course must still be provided all of the college services received by a full-time student. The obvious drain on the College resources to provide for a shift in student preference to enroll part-time is clear.

In summary, Miami-Dade Community College has shown growth toward diversity that is probably unparalleled in the history of higher education. Most of this diversity has occurred in the last decade. This means that the diversity of student interests, aspirations, and aptitudes has been thrust upon the faculty and a curriculum originally designed for the more traditional two-year college student. Miami-Dade has made enormous strides in keeping up with the changes in the student population and plans for the next five years reveal a commitment to providing the most effective learning experiences available for all students regardless of their extreme diversifications.

TABLE 1

TWENTY YEARS OF GROWING STUDENT DIVERSITY AT MIAMI-DADE COMMUNITY COLLEGE

Year	Number of Credit Students	Percent Male	Percent Female	Age (Percent over 25)	ETHNIC PERCENTAGE White Non-Hispanic	ETHNIC PERCENTAGE Black Non-Hispanic	ETHNIC PERCENTAGE Hispanic	Number of Foreign Students
1960	1,388	66.1	33.9	--	--	--	--	--
1965	14,513	64.3	35.7	--	--	5.9	--	117
1970	28,409	57.6	42.4	15	73.3	10.4	13.4	754
1975	40,099	51.2	48.8	30	56.5	16.3	26.6	1,250
1979	33,423*	42.9	57.1	28	43.8	14.2	39.9	2,031

*As of August 27, 1979

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TABLE 2

TWENTY YEARS OF GROWING STUDENT DIVERSITY
AT MIAMI-DADE COMMUNITY COLLEGE

Year	Number of Programs* AA	AS	PC	Percent Full-time (12 credit hours or more)
1960	10	10	--	77
1965	25	23	3	73
1970	35	42	16	70
1975	35	51	24	50
1979	39	58	29	42

*AA - Associate in Arts Programs

AS - Associate in Science Programs

PC - Planned Certificate Programs

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TABLE 3

FULL-TIME/PART-TIME ENROLLMENT PATTERNS AT MIAMI-DADE
AS REFLECTED IN STUDENT TO FTE RATIOS

Using Student/FTE Ratio from---	1978-79 FTEs would have been---	Instead of 13,368 (Percentage Increase)
1960-61	19,133	43.1
1965-66	16,778	25.5
1970-71	16,217	21.3
1975-76	14,397	7.7

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RESTRUCTURING MIAMI-DADE COMMUNITY COLLEGE'S PROGRAMS AND POLICIES FOR THE 1980s

Robert H. McCabe

Expanding access in higher education has characterized the period from the end of the Second World War through the 1970s. National policy has depended on postsecondary education to give increasing numbers of Americans a fair opportunity to economic well being and full participation in our society. On the whole post-secondary education has served well in helping to achieve this goal, and the most important institutions have been the community colleges. Miami-Dade Community College is often cited as the best example of the achievement of the American community college. Opening in 1960 with a forecast of an eventual enrollment of 5,000 students, the College has grown to a credit enrollment in excess of 43,000, and a total enrollment in excess of 55,000. In an interview of "successful colleges," President Masiko indicated that the College "...was here at the right time, with at least some of the right ideas...," and this was the reason for the rapid expansion.

While broadening opportunity to new groups of students, the College has maintained an enviable record. Large numbers of students complete occupational programs, and placement is excellent. Substantial percentages of the graduates transfer to upper division universities throughout Florida--from Harvard to the University of California at Berkeley. The record indicates that these students achieve as well in the upper division as they achieved at Miami-Dade.

In its brief twenty-year history, Miami-Dade Community College has become one of the best known institutions of higher education in America, with a reputation for leadership in educational programs and management. However, even with all of the College's success, this is not a time to rest on previous achievement or to stabilize practices. The society and the environment in which Miami-Dade

functions have continued to change dramatically in recent years, and the College recognizes that now is the time for considerable and substantive change in programs and policies so that we can continue to say in the 1980s that we are here at the right time, with at least some of the right ideas.

The following are some of the most important changes that must be considered in restructuring Miami-Dade Community College for the 1980s.

1. Increasing Student Diversity

   The new student population is a majority part-time--a majority of minority--a majority of women, with ever more diverse goals and competencies, and the younger students, as a group, bring considerably less adequate skills.

2. Public Support

   There has been growing public skepticism concerning educational programs, and this has been reflected in decreased per-student operating support and growing concern with the quality of programs.

3. Federal Goals

   The federal government continues to see postsecondary education institutions, and particularly community colleges, as a major vehicle for achieving equal access and equal opportunity for America's citizens. This is reflected in dramatically increased aid to students, and dramatically increased regulation to ensure equal access and equal opportunity.

4. Declining Enrollment

   The number of persons in the traditional college attendance years, that includes most full-time students, is declining. Thus, it is likely that enrollments will decline or stabilize. In all probability, the 35-year period of rapid expansion in higher education enrollment is coming to a close.

5. A More Complex Society

Society has become more complex, and the skills and competencies required of any individual to live successfully seems to grow each year. These needs are both specific in the terms of preparation for work and maintenance of necessary skills for work, and in general life related in terms of learning how to achieve more quality in life and to deal with the myriad of problems and complexities that are part of modern life. This indicates that persons will increasingly be involved with education throughout their lives.

In 1974 Miami-Dade began a three-year study of our general education program. As the study progressed, this expanded to include considerations of basic skills, student support services, and Standards of Academic Progress. The recommendations were adopted in the spring of 1978, and a four-year implementation process began. These recommendations directed changes in Miami-Dade's programs and policies that relate directly to the changes in society and environment. Based on the College's success, they include a continued commitment to provide programs to all students who are willing to do the work necessary to be successful, and an increased focus on performance.

This commitment requires increased assistance and direction for students as they proceed through the College, and defined criteria of success that must be achieved for a student to remain in the institution. It requires that there be increased individualization for both advanced students and those needing additional support, and this must be achieved without increase in expenditures per student. Thus, all of the advances in teaching and learning, and in communications technology must be utilized. For those students needing additional assistance, the College is developing improved basic skills laboratories. For advanced students,

a full range of programs entitled "Emphasis on Excellence" has been introduced, and, to assist with individualization, our computer instructional management system (RSVP) is being enhanced and expanded to serve more students.

Under the Standards of Academic Progress students are required to show adequate performance in order to remain in the institution. As early as seven credits attempted, a student can be on academic warning and be required to take specified courses, or have the load reduced; and for thirty attempted credits, if performance is not adequate, the student will be suspended. During the first year of implementation of the Standards of Academic Progress, 3,110 students have been suspended.

In pursuing these new courses of action the College certainly undertakes some risks. The College currently is operating under an enrollment driven funding system, and it could well be that enrollment is reduced by the application of assessment programs as part of the admission process, and by suspensions and requirements of reduced load. In addition, the College, this community, and the State of Florida have committed themselves to improving success of minority students. Since we know at this time in our history minority students come as a group with less adequate skills, there is serious challenge to be sure that the focus on performance does not result in a serious decline in the number of minority students seeking admission and completing programs. The College believes that the new services being offered can assist those who come with less adequate skills to be successful within the framework of our focus on performance.

Perhaps the best way to understand our new programs is to review the student flow model as it will be in two years when all of the programs are fully implemented. Students entering Miami-Dade will be assessed in reading, writing, and mathematics skills. On the basis of this assessment, the students' goals, high school performance, and other information, the student will be given direction as

to appropriate choices regarding class load and courses. If students are deficient in verbal skills, their program will be restricted to a limited number of courses that do not have requirements for strong verbal skills. With the very large enrollment in the core general education courses (20,000 in each per year), effort is being made to develop the strongest support possible so that faculty will have the tools necessary to deal with full student diversity. The students will not be able to take the first college English course until they have satisfied the minimal reading and writing skills. They will not be able to proceed through the general education distribution courses and the remaining college courses until their basic skills deficiencies have been corrected. While the students are proceeding through the curriculum in this way, they will be monitored and given feedback through the academic alert and advisement, and graduation systems. These systems are being designed to give students continued feedback on their progress, advice and direction concerning appropriate load, and full information with regard to the courses that should be taken to achieve their goals. At the same time, class load and student standing will be controlled by the Standards of Academic Progress. At different points load reductions are introduced, and specific course requirements are introduced. By the end of thirty credits attempted, students will have had to have demonstrated adequate performance with a reasonable forecast of success in future work, or they will be suspended.

We believe that this new model will result in more students successfully completing programs with increased performance, better morale and teaching conditions for faculty, and far more appropriate choice of goals by students. In an institution of this size, the implementation of these programs is a massive undertaking which will require considerable faculty and staff retraining and the acquisition of new skills, the increased and efficient utilization of technology, and ever more efficient and coordinated management.

STUDENT SUPPORT SYSTEMS
ASSESSMENT, ADVISEMENT, AND
STANDARDS OF ACADEMIC PROGRESS

J. Terence Kelly and
Richard Schinoff

As part of the General Education Program, the initial enrollment process at Miami-Dade Community College begins with a comprehensive assessment of the basic skills of reading, writing, and computation. While each of our campuses has been providing various means of assessment for the last several years, either prior to initial registration or during the first week of classes, the College is moving toward a systematic, uniform, assessment program which will be administered before all "first-time-in-college" students enroll in any class. The fundamental purpose of this procedure is to make certain that the College does the very best job possible in diagnosing students' strengths and weaknesses, and then placing students in the appropriate courses and programs which will maximize one's capabilities.

During the course of the three-year General Education study, it was repeatedly reported that one of the major difficulties encountered by instructional personnel was the wide-range of student abilities in the classroom. There was a strong feeling on the part of the faculty that more care should be taken in the placement of students in the appropriate courses. This concern led the College to adopt the following policy in regard to assessment and its relationship to general education and student enrollment.

1. All students in a degree program will be assessed prior to their first registration at Miami-Dade to determine their proficiency in reading, writing, and computational skills. Any student who completes a degree program must have demonstrated competencies in these skills, as well as having demonstrated more advanced skills in the required communications course and in other courses that are part of the program requirements.

2. A student must demonstrate minimum proficiencies in reading and writing before registering for the core communications courses.
3. A student must demonstrate minimum proficiencies in computational skills before an associate degree is awarded.

Assessment is a complex issue and one that must be dealt with with great care. There is a growing concern about standardized tests. Their reliability and validity are continually open to question, evaluation, and interpretation. There is a danger in making critical decisions based on one instrument reflecting performance on one particular day. There is an absolute need to be certain at the College what competencies we are looking for that are so-called "below college level" and those that are above "college level." The determination of these criteria, or competencies, are not easy to define and there is a great variety of views on what they should be. The College has spent the last year determining what it believes to be minimum reading, writing, and computation skills. While there is not unanimous agreement about these competencies, the College feels comfortable it has identified the appropriate ones in the three areas that would cause most the College faculty and administrators to feel confident in suggesting students to take remedial or development work as opposed to permitting them to enter the introductory college level course in a particular area.

The current plan calls for all entering students to be assessed beginning with the winter term, 1980. The form of the assessment will be a national standardized test and this will be equated to the Miami-Dade competencies in the basic skills. Test results, when available, from high school testing programs will also be used.

The assessment process is cumbersome, it adds major logistical obstacles to the admissions and registration, and additional cost is involved. The

critical part of assessment, however, is not so much administering instruments, but it is taking the results, interpreting them and being able to convey the raw scores in such a way to students that they will understand what the test has indicated. Next, the College must make its best response in terms of course placement in relationship to the student's performance on the assessment instruments. The critical task is to provide accurate, precise, and meaningful academic advisement. If there is a universal criticism of colleges and universities across the country, it is probably the lack of sophistication and preciseness in the academic advisement process. At best, it is hit and miss at most institutions, and worst, non-existent at other institutions. We are keenly aware of the problem, it is a multi-faceted problem; one of volume--trying to spread the large number of students against the small core of skilled advisors, which suggests that the general faculty must be used to some extent in the process. It is a matter of information flow. Overall, it is a difficult communications and logistic job to arm the faculty with all the pertinent information that they need to know in order to help counsel a student into the right program, make the proper course selection, interpret various assessment results, and guide the student along a career objective.

The College has experimented with various methods of attempting to provide academic advisement with a small core staff who would simply advise all students while relying on faculty for more detailed discipline information. The ideal solution has not been discovered, perhaps it doesn't exist, but Miami-Dade has been taking some major steps forward in the development of two new systems of massive proportion utilizing computer technology. These two new systems aid both the student and the various professional

staff, both core advisement staff and professional faculty who have responsibility for academic advisement.

So, the key to assessment is not so much the administering of the tests, but it is the interpretation of the results in such a way that they can benefit the individual students. This is where our major thrust is going and at Miami-Dade the only possible way to do an adequate job is to utilize the computer technology field for storage of information on students, for retrieval of that information and for organizing it in such a way that both the students and the faculty advisors can make the most use of the information to insure students' success and reduce attrition.

The first of these sytems, the Academic Alert Program, was developed to inform students about their academic performance and class attendance part-way through each semester. It is intended to provide students with information in time to improve course deficiencies prior to the end of the term. This computer system at the College is used to write an individualized letter to students approximately seven weeks into the sixteen-week term informing them about potential academic course danger areas, and giving them advice for remediation and suggestions for future academic advisement. This fall semester, over 34,000 letters will be produced.

The RSVP computer program (Response System with Variable Prescriptions) developed by Miami-Dade is used to write these letters based upon information in the College's student data base, test data score files, and progress checks from faculty members. A total of over fifty different student item characteristics are used to compose these letters. (See Attachment A) The many different combinations of letters written by the computer, based upon these individual student characteristics, numbers well over 100,000 possible variations. For example, those students who fall under the Standards of

Academic Progress, receive letters directing them to a counselor for special advisement services for the coming semester. Students who have outstanding grade point averages receive another variation of the letter which informs them of honor course opportunities at the College and commends them for doing outstanding work at Miami-Dade. Students are directed to bring their letter to their academic advisement interview, as well as to discuss course progress with each of their instructors if their course work is unsatisfactory at mid-terms. (See Attachment B)

As part of the College's overall effort to reduce the rate of attrition, students who do not return to school during a subsequent semester, receive an academic alert letter in the mail. For students who have graduated from the College, special messages are written reminding them of life-long educational opportunities and encourage them to further their education at Miami-Dade. If students are academically suspended, other messages direct them to advisement and counseling services which will assist them in their reentry into the College.

Preliminary research evidence indicates that the letters are well received by the students and faculty, that the project is very worthwhile and should continue.

Whenever a professional counselor and a student discuss academic progress toward reaching an educational goal, it is necessary to review the student's transcript in terms of satisfying requirements of a degree or reviewing courses that meet a specific educational goal of the student. It is very burdensome and time consuming for members of the professional staff to constantly reevaluate students' academic records as additional courses are completed or as graduation requirements change, and still be certain that correct information is given to students.

The second application of computer technology in the advisement process, the Advisement and Graduation Information System, (See Attachment C) realigns students' transcripts according to requirement areas rather than by semesters. Students are informed as to the progress they are making toward completing the requirements of a specific program of study. Requirement areas that are completed are so indicated and those requirements that are still needed to be taken are noted for the student. The system also checks for graduation certification. If the student has satisfied all graduation requirements, the system will automatically graduate the student and place the graduation remark on the permanent academic record.

It is estimated that this computer application will save the College a minimum of $50,000 a year paid for professional staff members to work overtime to approve graduation certifications on each of the campuses at the end of each of the four terms during the year, as well as the time spent on providing preliminary grad-checks during the academic year. The time that advisors and counselors formally spent performing these routine grad-checks will now be eliminated. These professional staff members will be better able to spend more time with students in providing advisement, counseling, and career information services.

In order to provide the student and faculty advisor a listing of courses suggested by the State universities for smooth transfer, this system also generates a grid of suggested courses by major and university for each student. Students are informed if they have completed, currently enrolled in, or enrolled for a future term in any of the required or suggested courses for transfer. This allows this student to easily compare requirements amongst the universities, and also to note how they are proceeding in meeting the requirements for transfer to the upper division colleges and universities in Florida.

The Advisement and Graduation Information System will provide the most accurate and up-to-date information on the graduation status of a student, as well as specific courses suggested and required for smooth transition to an upper division university. This system will in no way replace the professional advisor and counselor, but will allow the advisor and counselor to spend more time discussing students' goals and program requirements rather than spend time in clerical details.

The second phase of this project involves the development of suggested sequencing of courses based upon students' background, educational goals, and the particular upper division institution to which students wish to transfer. This second phase, when coupled with the initial advisement and graduation information system, will provide a very complete advisement picture upon which students can make informed academic decisions.

During the first week of May, 1979, Miami-Dade Community College notified students that they had been academically suspended from the College. Since that time, a total of 3,110 students have been suspended from Miami-Dade because of low grade point averages, or excessive withdrawals from classes. These suspensions are the result of the College's new Standards of Academic Progress policy. (See Attachment D) These suspensions represent an important phase of moving toward full implementation of this policy. The complete implementation process, including permanent dismissal will not be reached until May, 1980. Before students reach suspension categories, a series of warning and probation notices are given to students based upon unsuccessful performance. Students move from warning to probation, and finally to the suspension category if their record does not improve as they accumulate more credits at the College. If a student attempts at least 30 credits and earns less than a 1.5 grade point average, or registers for at least 30 credits and earns credit in less than half, then the student reaches the suspension level.

Students who fall under the Standards of Academic Progress are required to be advised and counseled by a professional member of the community college counseling and advisement staff. Special intervention programs and credit hour limitations are prescribed for future semesters. With information contained in the Academic Alert letter and notices given to students when they fall into one of the standards category, students have a great deal of warning that they are experiencing academic difficulty. All new students to the College and continuing students were informed of this new policy and what the implications were for them. A phase-in process during the 78-79 academic year allowed all students to become familiar with this policy and also allowed the advisement staffs on each campus to prescribe intervention programs for students who fell into one of the categories. If students feel that the suspension is unfair due to extenuating circumstances beyond their control, an appeal process is available. A decision in favor of the students will permit continued enrollment at the College.

In preparing for the implementation of the new Standards of Academic Progress, the College-wide Equal Access/Equal Opportunity committee reviewed the potential impact of the program on minority students. The committee endorsed the position which is applicable not just to minority students, but to all students that a great injustice was rendered when students were allowed to enroll in term after term without good results. Further, it was the committee's feelings that the College should provide students with a realistic assessment of their strengths and weaknesses as they enter the institution, the necessary support services to assure success, better guidance, and better academic advisement earlier in their academic careers. The committee concurred that the new standards demonstrated a care and concern on the part of the College for lack of academic progress, and the standards were compatible

with the philosophies and goals of equal assess and equal opportunity. The new Standards of Academic Progress have been editorially endorsed by the student newspapers, and have been extremely well received by the faculty.

The administration believes that the phasing-in process for the new Standards of Academic Progress will provide every student with ample opportunity to be informed of the expectations, and sufficient time and help to correct deficiencies. The long-term results are expected to be better student retention, a healthier academic climate, and renewed respect for successful academic performance.

ATTACHMENT A

ACADEMIC ALERT - STUDENT CHARACTERISTICS

ACADEMIC ALERT
STUDENT CHARACTERISTICS

A. Student Data Base:

1. Course load - 12 or more credits; Fewer than 12 credits.

2. Program code - Decided; Undecided; Non-Degree.

3. Withdrawal after 100% refund - dropped one or more courses, but not all; No withdrawals.

4. Advisor Code - Faculty-advised; Self-advised.

5. Native language - English, Spanish, other.

6. Class type - all courses at Outreach Centers;
all eight-week courses;
all courses through Open College;
all courses through STIP Program;
mixture of the above.
Credit by Exam.
Life Experience.

7. Age

8. Physical limitation(s)

9. International students - Taking 12 or more credits; Taking fewer than 12 credits.

10. Receiving veterans benefits

11. Receiving financial aid.

12. Student in a Standard of Academic Progress category.
    a. reason student in category.
    b. credit limitation information.

13. Student not in a Standard of Academic Progress category.
    a. overall grade point average:
       Super (3.50 - 4.00)
       Okay (2.00 - 3.49)
       Danger zone (0.00 - 1.99)

14. Hours registered: 1-3 credits; 4-11 credits; 12 or more credits.

B. Test Data:

1. Reading Score - High; Medium; Low; No information.

2. Math Score - High; Low; No information.

C. Progress Check from Faculty:

1. Performance - Satisfactory; Improvement needed; No Evaluation.

2. Attendance - Satisfactory; Improvement needed; No Show; Does not apply.

D. Retention Letter:

1. Left because of Standards of Academic Progress.

2. Left for other reasons.

ATTACHMENT B

ACADEMIC ALERT - SAMPLE LETTERS

MAR. 8, 1979

STUDENT NAME
INTENTIONALLY REMOVED

DEAR ANA:

WELCOME TO MIAMI-DADE SOUTH. SINCE THIS IS YOUR FIRST SEMESTER AT SOUTH CAMPUS, I HOPE THAT YOU ARE NOW INVOLVED IN OUR COLLEGE AND READY FOR AN ACADEMIC PROGRESS REPORT. THE FOLLOWING REPORT WILL ALERT YOU TO HOW YOU ARE PROGRESSING THIS TERM AND ASSIST YOU IN MAKING DECISIONS ABOUT YOUR PROGRAM OF STUDY.

SO FAR YOUR ACADEMIC PROGRESS HAS BEEN REPORTED AS BEING SATISFACTORY AND YOUR READING SCORES ARE IN THE MIDDLE RANGE. AS PART OF YOUR PROGRAM OF STUDY AT MIAMI-DADE, YOU MAY FIND IT HELPFUL TO COMPLETE A READING COURSE. INFORMATION ABOUT READING COURSES CAN BE OBTAINED AT THE LEARNING SUPPORT CENTER.

I NOTICE, ANA, THAT YOU HAVE NOT WITHDRAWN FROM ANY COURSES SINCE THE 100% REFUND PERIOD. THIS MAY INDICATE THAT YOU HAVE REGISTERED FOR AN APPROPRIATE SCHEDULE. IT IS NOW TIME TO SEE YOUR ADVISOR, JOSE SUST, ROOM 6306, PHONE 596-1226, TO PLAN YOUR COURSES FOR NEXT TERM. IF YOUR MAJOR HAS CHANGED, CONSULT THE ENCLOSED LIST FOR THE CORRECT ADVISEMENT LOCATION.

IMPORTANT RESOURCE CENTERS:
LEARNING SUPPORT CENTER ROOM 6339, 8 AM TO 10 PM, 596-1337.
CAREER PLANNING AND ADVISEMENT ROOM 3232, 8 AM to 8:30 PM, 596-1125.

BRING THIS LETTER WITH YOU WHEN YOU DISCUSS YOUR ACADEMIC PROGRESS WITH YOUR INSTRUCTORS AND WHEN YOU SELECT YOUR COURSES FOR NEXT TERM. I HOPE YOU FIND THIS INFORMATION HELPFUL AND I WISH YOU SUCCESS AT SOUTH CAMPUS.

SINCERELY,
RICHARD B. SCHINOFF
DEAN OF STUDENT SERVICES

ENTERED
M-DCC 78-2

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An Equal Access/Equal Opportunity Community College

MAR. 8, 1979

STUDENT NAME
INTENTIONALLY REMOVED

DEAR YOLANDA:

IT'S GOOD TO HAVE YOU BACK AT MIAMI-DADE SOUTH. YOUR INSTRUCTORS HAVE REPORTED ON YOUR PROGRESS FOR THIS TERM. I HOPE THIS INFORMATION WILL HELP YOU SUCCESSFULLY COMPLETE YOUR COURSES AND REGISTER FOR AN APPROPRIATE SCHEDULE FOR NEXT TERM.

YOUR G.P.A. OF 4.00 PLACES YOU AMONG OUR HONOR STUDENTS. I COMMEND YOU FOR YOUR EXCELLENT BEGINNING.

YOUR INSTRUCTORS REPORT THAT YOUR ACADEMIC PROGRESS AND ATTENDANCE SO FAR HAS BEEN SATISFACTORY. CONGRATULATIONS--I HOPE YOU ARE BUILDING ON THIS GOOD START.

IT'S GOOD TO NOTE THAT YOU HAVE DECIDED TO COMPLETE A DEGREE PROGRAM AT MIAMI-DADE. YOU SHOULD MAKE AN APPOINTMENT NOW WITH YOUR ADVISOR,

MARILEE MANGELS--ROOM 7316--PHONE 596-1151

TO PLAN YOUR COURSES FOR NEXT TERM. IF YOUR MAJOR SHOULD CHANGE, CONSULT THE ENCLOSED LIST FOR THE CORRECT ADVISEMENT LOCATION.

KEEP THIS LETTER TO BRING WITH YOU WHEN YOU DISCUSS YOUR ACADEMIC PROGRESS WITH YOUR INSTRUCTORS AND WHEN YOU RECEIVE ACADEMIC ADVISEMENT FOR NEXT TERM. I HOPE YOU FIND THIS INFORMATION HELPFUL AND I WISH YOU SUCCESS AT SOUTH CAMPUS.

SINCERELY,
RICHARD B. SCHINOFF
DEAN OF STUDENT SERVICES

ENTERED
M-DCC 78-1

An Equal Access/Equal Opportunity Community College

MAR. 8, 1979

STUDENT NAME
INTENTIONALLY REMOVED

DEAR RAFAEL:

IT'S GOOD TO HAVE YOU BACK AT MIAMI-DADE SOUTH. YOUR INSTRUCTORS HAVE REPORTED ON YOUR PROGRESS FOR THIS TERM. I HOPE THIS INFORMATION WILL HELP YOU SUCCESSFULLY COMPLETE YOUR COURSES AND REGISTER FOR AN APPROPRIATE SCHEDULE FOR NEXT TERM.

RAFAEL, ACCORDING TO MIAMI-DADE'S STANDARDS OF ACADEMIC PROGRESS, YOUR GRADE RECORD PLACES YOU IN ACADEMIC WARNING BECAUSE YOU ATTEMPTED 11 CREDITS AND EARNED A 1.09 CUMULATIVE GRADE POINT AVERAGE. THEREFORE IT IS REQUIRED THAT YOU MAKE AN APPOINTMENT NOW WITH A COUNSELOR IN CAREER PLANNING ADVISEMENT TO REVIEW YOUR RECORD AND PLAN YOUR NEXT SCHEDULE OF CLASSES.

YOUR INSTRUCTORS HAVE REPORTED THAT YOUR ACADEMIC PROGRESS AND ATTENDANCE IN ALL COURSES NEEDS IMPROVEMENT. IT IS EXPECTED THAT YOU ATTEND ALL CLASSES AS SCHEDULED. IN ADDITION YOU SHOULD CONTACT EACH INSTRUCTOR TO PLAN FOR IMPROVED PERFORMANCE. BE SURE TO INCLUDE IN YOUR PLAN ADEQUATE TIME FOR OUT-OF-CLASS PREPARATION. IF YOU ARE NOT MAKING SATISFACTORY PROGRESS BECAUSE ENGLISH IS NOT YOUR NATIVE LANGUAGE, CONSULT THE INTERNATIONAL STUDIES DEPARTMENT FOR ASSISTANCE.

PROGRESS IS NOT SATISFACTORY IN: ETE1020C ETE1141C
ATTENDANCE NEEDS IMPROVEMENT IN: ETE1020C ETE1141C

SINCE YOUR RECORD PLACES YOU IN ACADEMIC WARNING ACCORDING TO MIAMI-DADE'S STANDARDS OF PROGRESS, YOU MUST MAKE AN APPOINTMENT NOW WITH A COUNSELOR IN CAREER PLANNING AND ADVISEMENT, ROOM 3232, 596-1125 TO PLAN YOUR CLASS SCHEDULE FOR NEXT TERM. WORKSHOPS AND INDIVIDUAL ASSISTANCE DESIGNED ESPECIALLY FOR YOU ARE AVAILABLE SO DO COME IN RIGHT AWAY.

KEEP THIS LETTER TO BRING WITH YOU WHEN YOU DISCUSS YOUR ACADEMIC PROGRESS WITH YOUR INSTRUCTORS AND WHEN YOU RECEIVE ACADEMIC ADVISEMENT FOR NEXT TERM. I HOPE YOU FIND THIS INFORMATION HELPFUL AND I WISH YOU SUCCESS AT SOUTH CAMPUS.

SINCERELY,
RICHARD B. SCHINOFF
DEAN OF STUDENT SERVICES

ENTERED
M-DCC 78-1

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An Equal Access/Equal Opportunity Community College

MIAMI-DADE COMMUNITY COLLEGE / South Campus, 11011 S.W. 104 Street, Miami, Florida 33176

MAR. 8, 1979

STUDENT NAME
INTENTIONALLY REMOVED

DEAR VIRGINIA:

ALTHOUGH YOU DID NOT REGISTER FOR CLASSES AT MIAMI-DADE THIS TERM. I WOULD LIKE TO PROVIDE YOU WITH INFORMATION ABOUT YOUR ACADEMIC RECORD AND TELL YOU ABOUT PROGRAMS AND SERVICES AVAILABLE TO YOU.

YOUR G.P.A. OF 4.00 INDICATES A SUCCESSFUL BEGINNING. I AM PLEASED BY YOUR DEMONSTRATION OF ACADEMIC PROFICIENCY AND WANT TO ENCOURAGE YOU TO CONSIDER FURTHERING YOUR EDUCATION AT MIAMI-DADE. YOUR PARTICULAR NEEDS MAY BE MET BY ONE OR MORE OF THE FOLLOWING:

1.	CAREER PLANNING AND ADVISEMENT.....		RECEIVE INDIVIDUAL ASSISTANCE
	ROOM 3232	596-1125	WITH PROGRAM PLANNING, CAREER COUNSELING, ADVISEMENT, ETC.
2.	ACADEMIC DEPARTMENTS.....		OBTAIN INFORMATION ABOUT COURSE
	(SEE ATTACHED LIST)		REQUIREMENTS FOR YOUR MAJOR, ETC.
3.	LIFE STUDIES.....		LEARN ABOUT THE NUMEROUS INDEPEN-
	ROOM 6350	596-1351	DENT STUDY COURSES AVAILABLE.
4.	OPEN COLLEGE.....		DISCOVER TV, RADIO, AND
	ROOM 2201	596-1333	INDEPENDENT STUDY COURSES.
5.	SPECIAL PROGRAMS.....		OBTAIN INFORMATION ABOUT COURSES
	ROOM 6109	596-1160	AVAILABLE AT THE SOUTHRIDGE, SOUTH DADE, HAFB, AND WESTCHESTER CENTERS.
6.	FINANCIAL AID.....		FIND OUT ABOUT ASSISTANCE AVAIL-
	ROOM 4108	596-1325	ABLE FOR TUITION, BOOKS, FEES, ETC.
7.	MATURE STUDENT CENTER.....		ENJOY THE MANY FINE PROGRAMS
	ROOM 8212	596-1358	DESIGNED FOR MATURE STUDENTS.
8.	COOPERATIVE EDUCATION.....		EARN CREDITS FOR CAREER-RELATED
	ROOM 6306	596-1229	WORK. JOBS AVAILABLE.
9.	LEARNING SUPPORT CENTER.....		SHARPEN YOUR SKILLS IN READING,
	ROOM 6339	596-1339	WRITING, AND MATH.
10.	CONTINUING EDUCATION.....		RECEIVE INFORMATION ABOUT THE
	ROOM 6109	596-1161	MANY NON-CREDIT COURSES AVAILABLE.

I HOPE THAT WE WILL HAVE ANOTHER OPPORTUNITY TO ASSIST YOU IN MEETING YOUR EDUCATIONAL AND VOCATIONAL GOALS.

SINCERELY,
RICHARD B. SCHINOFF
DEAN OF STUDENT SERVICES

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ENTERED
M-DCC 78-1

An Equal Access/Equal Opportunity Community College

ATTACHMENT C

ADVISEMENT AND GRADUATION

INFORMATION SYSTEM

Attachment C, pages 42-45, was removed prior to the document's submission to the ERIC Document Reproduction Service.

ATTACHMENT D

STANDARDS OF ACADEMIC PROGRESS

MIAMI-DADE COMMUNITY COLLEGE

STANDARDS OF ACADEMIC PROGRESS
Effective Fall Term, 1978

The primary purpose for adopting new Standards of Academic Progress is for the College to be better able to identify and provide assistance for students with academic difficulties. Most students at Miami-Dade do make satisfactory academic progress. However, for those students who experience academic difficulties, the Standards of Academic Progress will alert them and the College in order to correct academic weaknesses at an early point in their college career. The Standards include limiting the number of credits for which students register and prescribe specific kinds of assistance.

The Standards are not intended to discourage or penalize students who are sincerely trying to make good use of the College's instructional services. Rather, the College is committed to providing students as much assistance as possible, so they may be successful in achieving their educational goals. The new Standards of Academic Progress provide students a variety of means to solve their academic problems and to begin to make satisfactory progress. The overall effect of these new Standards should be more satisfactory performance by students in their courses, better use of the special resources provided for students having academic difficulties, and increased public support for the College's efforts to provide sound educational programs of the highest quality.

ACADEMIC STANDARDS CATEGORY	RESULT
7-16 credits attempted with less than a 1.5 cumulative grade point average	Academic warning
17-29 credits attempted with less than a 1.5 cumulative grade point average	Academic probation
17-29 credits registered for but earned credit in less than half	Academic probation
30+ credits attempted with less than a 1.5 cumulative grade point average	Academic suspension*
30+ credits registered for but earned credit in less than half	Academic suspension*

Note: In calculating the category of courses registered for but earned less than half, incomplete grades (I) and audit grades (X) will not be calculated.

DEFINITIONS: STANDARDS OF ACADEMIC PROGRESS RESULTS

Academic warning signifies there will be a limitation of 9 credits in the Fall Term, 9 credits in the Winter Term, 3 credits in the Spring Term and 3 credits in the Summer Term. In addition, students should take 3 or more credits as part of a prescribed program of intervention which attempts to assist the student. In such cases, the limitation of credits may be increased to 12. This program of intervention may include developmental studies, a study skill course, career counseling or a combination of all three.

- continued -

Standards of Academic Progress
Definitions: Standards of Academic Progress Results - Continued

Academic probation signifies there will be a limitation of 9 credits in the Fall Term, 9 credits in the Winter Term, 3 credits in the Spring Term, and 3 credits in the Summer Term. As part of the credit limitation students should have 3 or more credits prescribed as part of a program of intervention.

Note: Students in this category (academic probation) who on the basis of each term's performance earn half of their credit and maintain a 2.0 term grade point average will never be suspended for academic reason.

*Academic suspension requires a student to discontinue enrollment at Miami-Dade through the next major term. (Neither the Spring Term, nor the Summer Term, nor the combination of both is considered a major term.)

Probation after suspension. Students who discontinue their enrollment because of suspension during a major term may reenter the College and continue for each subsequent term of enrollment, provided they maintain a 2.0 term grade point average and earn credit in at least half the credits for which they register.

Academic dismissal represents a separation of the student from Miami-Dade Community College for at least twelve months. Academic dismissal occurs after students fail to meet the minimum requirements during probation after suspension. If, after being readmitted following suspension, the students fail to meet minimum standards, which are maintaining a 2.0 term grade point average and earning credit in at least half the courses for which they are registered, they will be separated from the College.

Students are eligible to apply for readmission to the College after the dismissal period. Admission will be on a petition basis; in order for readmission to be approved, the petition must present evidence of some change in the student's circumstances.

Miami-Dade Community College
11011 S.W. 104 Street, Miami, Florida 33176

Medical Center Campus
950 N.W. 20 Street
Miami, Florida 33136

New World Center Campus
300 N.E. 2 Avenue
Miami, Florida 33132

North Campus
11380 N.W. 27 Avenue
Miami, Florida 33167

South Campus
11011 S.W. 104 Street
Miami, Florida 33176

M-DCC Policy, Effective Fall Term, 1978 and thereafter.
*Continuing, former, and transfer students phase into academic standards of progress during Fall and Winter Terms, 1978-79. There will be no academic suspension for any student during this period.

EMPHASIS ON EXCELLENCE

Piedad F. Robertson

Much of what has been presented in the preceeding papers indicates that Miami-Dade Community College continues to research and explore programs and systems to best serve an increasingly diversified student population.

The Emphasis on Excellence Program represents the College's effort to challenge and motivate superior students. During this first year, the Emphasis on Excellence Program will consist of scholarships, seminars by Distinguished Visiting Professors, honors classes in selected disciplines, invitational seminars by Miami-Dade faculty, opportunities for program acceleration, and a series of cultural events and special services on each of the campuses and at Gusman Cultural Center. The students participating in this program represent different fields of interest and backgrounds. They have in common an outstanding record of scholastic achievement and a curiosity for knowledge. The scholar students bring to the campuses a dedication to their studies which will challenge the faculty as well as the rest of the student population.

The first component of the program on Emphasis on Excellence is the Scholars Grant.

Scholars Grant

The Scholars Grant is a recognition of outstanding performance in high school and consists of a waiver of matriculation fees for Dade County high school graduates from both public and private schools who range in the top ten percent of their graduating class.

Miami-Dade Community College awarded 563 Scholars Grants and 490 recipients had registered for the Fall Term by September 4, 1979. This represents a registration of 89% of those scholar students who applied for the Fall Term of 1979. The number of students from public high schools who have applied to Miami-Dade is particularly spectacular when translated into 36% of the top 10% of all high

school graduates.

In a sample done by our Institutional Research Department, two high schools - Miami Killian High School and Miami High School - were used to determine how many of the top 10% of 1978 graduates had registered at Miami-Dade. Based on this sample, it was estimated that 16% of the students from Miami Killian High School and 31% of the students from Miami High School had enrolled at the College in 1978. For the Fall Term of 1979, through the scholars program, 31% of the top 10% of graduates from Miami Killian High School and 65% of the top 10% of Miami High School had applied to Miami-Dade. This represents more than 100% enrollment of scholar students over the previous years. Although the sample was limited to two of the public high schools, there is no doubt that enrollment of scholar students has increased impressively for all high schools. Interestingly enough, 21.4% of the scholar recipients had earned credit at Miami-Dade as early enrollees or as dual enrollees at some time during their high school program. The following table indicates the ethnic and sex categories of these scholar students. There are twice as many females as males, and almost one-half of all recipients are Hispanic students. Ninety-two percent of these students have registered for an associate degree in arts or an associate degree in science. Those who indicated a non-degree status will probably be reclassified after consultation with the students, since all recipients must be degree-seeking students to receive the scholarship.

THE ABOVE-MENTIONED TABLE FOLLOWS...

SCHOLAR'S GRANT RECIPIENTS ETHNIC BY SEX BY CAMPUS

CATEGORIES	NORTH		SOUTH		NEW WORLD CENTER		MEDICAL CENTER		TOTAL	
	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Total
WHITE NON-HISPANIC										
MALE	32	12.0	36	14.5	1	3.3	0	-	69	12.4
FEMALE	60	22.4	97	39.3	5	16.7	5	45.4	167	30.1
TOTAL	92	34.4	133	53.8	6	20.0	5	45.4	236	42.5
BLACK NON-HISPANIC										
MALE	9	3.4	2	0.8	2	6.7	1	9.1	14	2.5
FEMALE	30	11.2	1	0.4	2	6.7	1	9.1	34	6.1
TOTAL	39	14.6	3	1.2	4	13.4	2	18.2	48	8.6
HISPANIC										
MALE	44	16.4	31	12.6	5	16.7	2	18.2	82	14.8
FEMALE	88	33.0	75	30.4	14	46.6	2	18.2	179	32.3
TOTAL	132	49.4	106	43.0	19	63.3	4	36.4	261	47.1
ASIAN OR PACIFIC ISLANDER										
MALE	1	0.4	1	0.4	1	3.3	0	-	3	0.5
FEMALE	1	0.4	4	1.6	0	-	0	-	5	0.9
TOTAL	2	0.8	5	2.0	1	3.3	0	-	8	1.4
AMERICAN INDIAN OR ALASKAN NATIVE										
MALE	0	-	0	-	0	-	0	-	0	-
FEMALE	1	0.4	0	-	0	-	0	-	1	0.2
TOTAL	1	0.4	0	-	0	-	0	-	1	0.2
UNREPORTED										
MALE	1	0.4	0	-	0	-	0	-	1	0.2
FEMALE	0	-	0	-	0	-	0	-	0	-
TOTAL	1	0.4	0	-	0	-	0	-	1	0.2
TOTAL										
MALE	87	32.6	70	28.3	9	30.0	3	27.3	169	30.4
FEMALE	180	67.4	177	71.7	21	70.0	8	72.7	386	69.6
TOTAL	267	100.0	247	100.0	30	100.0	11	100.0	555	100.0

Academic Achievement Grant

The Academic Achievement Grant is another component of the scholarship program. It is awarded to continuing Miami-Dade students with outstanding academic performance. This waiver of matriculation fees is awarded during the sophomore year to a total of one hundred students.

Distinguished Visiting Professors

During the Winter Term of 1979, the College began a pilot project which consisted of a series of seminars by Distinguished Visiting Professors. The objective of the program has been to inspire students to explore new fields and disciplines by exposing them to distinguished professors who have achieved excellence within their fields.

The first two pilot seminars were conducted by Dr. Edward Teller, well-known nuclear physicist, and Dr. Luis Adolpho Siles Salinas, a much respected Latin American historian. The pilot projects met with enthusiastic response from the students, from the faculty, and from those members of the community who attended. At the Teller series alone there were over 500 persons present at the lectures.

The College has scheduled a new series for 1979-1980. The program for 1979-1980 has kept in mind faculty and student needs and recommendations, as well as topics that would be of community interest. Our students and faculty, selected guests from neighboring colleges and universities, high school students, and the community have been invited to participate in this learning experience. The seminars will be in the following areas: architecture and urban development; economic development; art; drama; and culinary art.

November 28-30, 1979 - "The Danger of Growing Too Fast: Problems in Contemporary, Urban, and Regional Development" (Robert Geddes, Edward Logue, and Paolo Soleri)

January 14-18, 1980 - "Economic Development and Wealth of Nations" (Lawrence B. Krause)

February 18-22, 1980 - "A View of Modern Art" (Dore Ashton)

March 3-7, 1980 - "The Art of Cooking" (James Beard)

April 8-11, 1980 - "The Playwright vs. The Theater" (Edward Albee)

Cultural Events

Special cultural events of interest to students will be coordinated through a new College program to be known as Creative Focus. Each campus will participate in a joint effort to provide learning experiences through art, music, theatre, and public forums, with one hundred evening events to be scheduled at the Gusman Cultural Center in the downtown Miami area. Some of the events presently scheduled are the performance of "King David" and four plays, one of which will be in Spanish and take place during Hispanic Heritage Week. In conjunction with the seminar by Edward Albee, there will be a special performance by Miami-Dade students of one of Albee's plays, "A Delicate Balance."

Campus Programs

North Campus

The honors courses available at the North Campus will be English Composition, Qualitative Chemistry, Psychology, Macro-economics, Humanities, Social Science, and Introduction to Business. Special honors modules will also be available in subject areas ranging from poetry to television and broadcasting.

Special services already offered to grant recipients included a campus tour and orientation, early registration appointments, and a reception with top administrators. The library is also offering individually-guided tours, a thirty-minute research conference, and expanded borrowing privileges.

South Campus

At the South Campus, the twenty-four credit hour honors program provides an interdisciplinary approach to English Composition, World Literature, History, and the Humanities, with expansion planned into the Natural Sciences during the Winter Term and expansion into the major electives later in the academic year. The honors courses offer team teaching, independent study, and opportunity for acceleration.

A campus lecture series is planned as well as opportunities for students to engage in directed individual study with faculty.

The South Campus will also propose the approval of an associate in arts degree

with honors designation.

New World Center Campus

Honors courses in Humanities, Psychology, English, Social Science, Macroeconomics, and Ascent of Man will be offered for the Fall Term. In addition, a mini-lecture series is planned to bring speakers of special interest to New World Center Campus students.

The New World Center Campus will rent buses to provide transportation to Distinguished Visiting Professor seminars at other campuses, as well as to take students to art and drama productions, museums, and other special events at off-campus locations. Performance scholarships will be offered to prospective and continuing students in music, art, theatre, and speech. Funds will be provided for special films and books, and a booklet will be prepared for distribution to faculty and prospective students. An honors day program to recognize outstanding faculty and students is also planned.

Medical Center Campus

At the Medical Center Campus, weekend seminars for honors students in topics such as ethics, aging, and sexuality as they relate to Family Medicine are being planned in cooperation with the Department of Family Medicine at the University of Miami Medical School. Projects in health care research are also being planned to provide students with basic knowledge in research techniques and the opportunity to participate in a needs analysis study, analyze data, and write a final report. As a third component to their honors program, the Medical Center Campus will seek to provide an in-depth examination of the future of health care through seminars and on-site visits to health care facilities and local industries serving the health care field.

Summary

The coordinative effort of the Emphasis on Excellence Program has been possible, on a relatively short notice, because of the many hours of work devoted to this program by many individuals, both faculty and administrators, and in

particular by the four Coordinators of Excellence who represent each of the Miami-Dade campuses.

The program is still in its initial stages, but we believe that it exemplifies the philosophy of the community colleges, which offers challenging opportunities to all students.

COMPUTER-SUPPORTED INSTRUCTION

Kamala Anandam

> Today we tend to think of the computer as a scarce commodity which must be sparingly used. In the near future the cost of computing will be so low that our major concern will be where to apply it and in what quantities.
>
> Since diversity of curricula is the life-blood of quality institutions, computer based programs could be developed such that on the average at least 25 percent of all courses could be delivered by computer and that on the average 25 percent of every course could be computer based. (Molnar, 1975, pp. 20,21.)

How does a statement made in 1975 fare in the 1980's? As far as Miami-Dade is concerned, we are on our way to achieving this prediction. Interestingly, we are achieving it by using one computer program that allows us a great flexibility resulting in a variety of computer-supported instructional models around the college. This system is called RSVP and stands for Response System with Variable Prescriptions.

In 1970, Miami-Dade began implementing RSVP for 1100 students enrolled in one television course that had one instructor and one technical assistant. Today 50 faculty are implementing RSVP every term for approximately 5000 students enrolled in basic skills lab courses, on-campus classes, independent study courses, and courses offered through television and radio. This is a success story--unparelled in higher education--that has received praise from educational leaders in the United States and abroad.

At the conceptual level, the RSVP system has been claimed by K. Patricia Cross, one of the most respected writers on higher education, to be a exciting and innovative use of computer technology in higher education.

> The Miami-Dade experience with the use of computers to manage individualization is pulling the rug out from under the defense of group instruction and semesters on grounds of fiscal and administrative necessity—which is not necessarily to deny that group instruction may have its own contributions to make to some forms of student learning. But the fact is that it is no longer necessary for economic or administrative reasons to organize education into semester-long courses taught to groups of students. We now have the freedom and the obligation to reassess the usefulness of our organization of education for its contribution to student learning. (Cross, 1978, p. 8.)

At the technical level, the RSVP system was evaluated by an external computer-program specialist at the initiative of the Exxon Education Foundation in 1978. The ensuing report concluded:

> RSVP rates good as a piece of software for use on an IBM 370/OS system. It merits being moved to other similar systems and would represent a considerable saving in redevelopment cost. (Exxon, 1978, p. 4.)

At the institutional level, RSVP is claimed to be the best institutionalized computer system. Based on their study of the users of computer technology in higher education in the United States, Great Britain, and the European countries, McMahon and others state:

> We have chosen to include a short study of RSVP and its use at Miami-Dade because it is probably the most extensive, and in many ways the most effective, computer-managed open learning system now operating in the world.... The RSVP System at Maimi-Dade Community College is more effectively institutionalized than any of the CML systems now operational in the United Kingdom. (McMahon, 1978, pp. 21, 24.)

At the administrative level, the management of individualized learning, the accuracy of record-keeping, the availability of research data for evaluating and improving instruction, the generation of statistics for federal and state reports, and the sharing of quality work among faculty are chief among the benefits mentioned. As Dr. Hyman Field, Director of the Extended Learning

Institute at Northern Virginia Community College, notes:

> RSVP gives us more data on our students and their performance: amount of time spent in a course, completion and grade statistics, students' contracts, reasons for withdrawals. This enables us to examine the data over a period of time and determine the necessary revisions that have to be made in a course or to come up with considerations for developing new courses. In a setting where there is no official beginning or end-point for a course, RSVP helps us evaluate the course as well as the students' performance according to the students' timeline.(RSVP Newsletter, Number 1, 1979, p. 5.)

At the faculty level, the possibilities for creating innovative RSVP course-wares, for providing necessary individual attention and response to students when they need the reinforcement rather than when the faculty are ready to give it, for making efficient and meaningful use of the time when faculty interact with their students, for being analytical about evaluating the RSVP course-wares, and for becoming expansive in their conceptualization of the teaching-learning process are frequently mentioned by the faculty who are using RSVP. For instance, one faculty member said:

> Speaking as one instructor to others who might be thinking of converting to computer power and to administrators evaluating computer use, let me urge you to think of RSVP as an extension of your own creative self, a device capable of cloning hundreds of you, so that you can be what the student needs where and when he or she needs you.
> (RSVP Newsletter, Number 1, 1979, p. 7.)

Another said:

> Let me take this opportunity to express some of my own feelings about the program. I have been teaching at Miami-Dade Community College for over 12 years and have participated in a variety of programs....The prospect of using the computer to the extent called for in RSVP caused a bit of uneasiness for me, but when I got into the program I found my whole interest in teaching revitalized. Somehow, during the past year, teaching had lost its growing edge for me. Involvement in RSVP regenerated that growing edge.

At the student level, RSVP is a decisive winner. Whether RSVP is used in the lab or classroom or remote setting, the students endorse the RSVP system of instruction unequivocally. They cherish the privacy in becoming aware of their errors and the personalized feedback for correcting their errors, appreciate the "caring" shown by their faculty, and like the provision for self-paced learning. Listed below are some comments received from the students.

> I believe, in my case at least, that RSVP was the heart of the Cultural Anthropology Course. Just reading the textbook, watching the television shows, taking a mid-term and a final exam would not have given me sufficient value for the time, money, and effort expended. RSVP tied it all together in a neat package.
>
> I like the idea of the RSVP letters. I feel it's pretty accurate and gives you a good explanation on how good your speech was. It's also good because you go back and refer to it when preparing a new speech.
>
> Having the letters is like having my own gradebook and an opportunity to take some responsibility for my own learning.
>
> I feel RSVP is a great additive to the course; I would love to see it implemented in all courses. It was a big help for me. It pointed out weaknesses I wasn't aware of. I am glad RSVP was part of my English writing class.

At the research level, descriptive analyses reveal that the RSVP system of instruction motivates students to actively engage in learning and that participation in the RSVP system of instruction is significantly correlated to course completion and grade. In a basic skills reading course, we have found that students in the RSVP instructional group showed a significantly greater improvement than those in the non-RSVP group.

Underneath all these testimonies lies an even more significant--perhaps the most significant--breakthrough that has taken place at Miami-Dade. This is that our faculty are continuing to get closer and closer to computer technology. In evaluating the application of computer technology in teaching, Murphy and Appel (1978) conclude that the technical reliability of the computer system, the considerable support to the faculty, the time and money investment by participating institutions, and the administrative interest are necessary ingredients but are not sufficient to account for user acceptance. It is the faculty control over the computer system that brings about the acceptance. Interestingly enough, the faculty control over the computer system is a built-in feature of RSVP. The potentials of this system for faculty development, although tangential and indirect as compared with the planned and direct designs for individualized instruction, will in the long run make a substantial contribution to the quality of higher education.

Applications

Space does not permit descriptions of all the instructional applications of RSVP that have emerged since 1970. These applications span all modes of course delivery operative at Miami-Dade--on-campus classes, lab classes, tutorial classes, TV/radio courses, and independent study. Consequently, the applications are classified into four groups according to their similarities.

One instructional application of RSVP is associated with the presentation of curricular materials as independent units or modules. The students complete a unit and check their understanding of the materials by answering some multiple-choice questions. When their responses are processed through RSVP, the students receive a personalized RSVP letter than contains individualized prescriptions for the questions the students missed.

In a second instructional application of RSVP, reading faculty feed information about their students--reading levels, age, ethnicity, and preference for learning mode--into RSVP, which in turn selects an appropriate reading assignment from a bank of 3000 individual assignments stored in a system.

A third application deals with placing students in their most preferred learning-style track in a basic skills math program, monitoring their progress through 12 sequential modules, and providing individualized prescriptions as additional help.

A fourth application pertains to writing. This is perhaps the most exciting innovation in the use of RSVP. Faculty read their students' essays and request prescriptive feedback at any one of four levels of writing--primary, basic, intermediate, and superior. They can process any number of written assignments per student. RSVP selects the appropriate sets of feedback for each student and presents them in the form of a letter to each student. At the primary level, RSVP analyzes the faculty requests for patterns of error observed in the students' written assignments and provides prescriptive feedback that addresses a unified, integrated problem in writing. An added advantage in using RSVP for writing is that the system accumulates students' errors across their several assignments and provides a status report to the faculty. In evaluating this application, one faculty member wrote:

> Studying student essays in order to complete the computer cards which order the RSVP letters tends to make the instructor more systematic and thorough in reviewing student work. Letters addressed to students by name and discussing errors that occurred in their essays signal to students that concern exists about their writing progress, thus increasing student interest in succeeding in the course.

This particular application was funded by the Exxon Education Foundation, whose research director, Dr. Richard R. Johnson, has this to say:

> I want to thank you very much for the time and effort you took to make the recent site visit by Caryn Korshin and I so satisfactory. Rarely do we see so much information packed into so short a period of time. Both of us were highly impressed with what you have accomplished under the original grant of 1978. Both of us were very impressed with the professional job you have done in managing what is a very complex system. In addition, it looks like the dissemination of RSVP is really proceeding quite well.

In a nutshell, the success story of RSVP from its conception to its divergent applications is real, alive, and continuing. Institutions of higher learning within the State of Florida (Broward, Edison, Indian River, and Daytona Beach Community Colleges), in other parts of the country (Northern Virginia, Lord Fairfax, Bergen, Dallas, Evergreen Valley, and Maricopa Community Colleges, College of Dupage, Ohio State University, University of Hawaii, and University of Mid-America) either have adopted or have expressed a great interest in adopting RSVP. Outside the country, interest in RSVP is high among the Ontario Educational Television Authority in Canada and the New University of Ulster in Northern Ireland. We entertain a steady flow of visitors from various parts of the world. We were pleasantly surprised to find RSVP acclaimed in a leading United Kingdom journal in educational technology as a more recent and exciting development in the area of computer-managed instructional systems. The status and stature of RSVP in higher education is no small matter now that it has won an award from the Academy for Educational Development. Of course, all claims, praises, and testimonies do not mean that our success story is complete. It has only begun, and we are moving on to better and bigger instructional applications of computer technology in the years to come.

THE USE OF MEDIA AT MIAMI-DADE COMMUNITY COLLEGE

Harold Andrews

Miami-Dade Community College has met the need for individualized instruction by, among other strategies, providing well-designed audio-visual materials to support quality educational programs. The audio-visual departments on each of the four campuses of Miami-Dade offer extensive and comprehensive services. Basically, all four campuses offer the following:

1. Media equipment for classroom use, such as film projectors, video playback units, record players, tape recorders, overhead projectors, cameras for taking slides or still photographs, movie cameras, video cameras and recorders, and other similar devices we have all encountered in our educational experiences. Much of this equipment may be checked out by faculty and students for limited periods, when it will be used for college supported projects.
2. Materials for use with the college owned media equipment, e.g. transparencies, special pens and pencils for writing on transparencies and acetates, video and audio recording stock, and graphic supplies for the production of models and charts.
3. Instructions and workshops for faculty, staff and students, in the use and operation of electronic media equipment.
4. Assistance for faculty and students in the development of media "software," i.e. products such as overhead transparencies, tape recordings, graphic designs and video recordings.
5. In-class video recording and playback capabilities. This capacity is especially helpful in the instruction of speech and drama classes where critiques of student presentations are a vital part of the instructional process.

6. Study Center facilities. These specially equipped study areas, which are designed for individualized instruction, contain a variety of specialized teaching machines, as well as the standard types of equipment mentioned in the above paragraphs. The existence of these facilities allows instructors to place materials from the collegewide media collection on reserve for student use as required, supplemental or make-up assignments. To provide this type of instructional support, each campus employs a full-time staff and student assistants to assist faculty members and students with the media collection and equipment.

7. Collegewide, Miami-Dade's media collection contains over 15,000 bibliographic references, ranking us in the top five media libraries in the United States in the amount of catalogued material. All of these materials are shared collegewide.

8. Serving outreach centers. In an effort to take classes and instruction into the community, the audio-visual departments provide most of the services described above to college classes meeting off-campus.

9. Developmental studies centers. A strong collegewide commitment to helping students with academic deficiencies, has led to the establishment of labs, with different names on different campuses, where students can work individually with the aid of audio tapes, video materials, print media, and instructors, to improve skills that are essential to academic success. Individual campus audio-visual departments purchase and maintain the material and equipment for these labs

10. Language lab. An "audio-active-compare" lab provides skills tapes in a variety of languages - Spanish, French, Russian, Italian, and Swahili. This system allows students to hear a native speaker pronounce words and phrases, to record themselves repeating the words and phrases, and then to compare their pronunciation with the native speaker.

Having presented a general view of the audio-visual facilities and functions on all four campuses, we need to look at some of the unique aspects of each campus' audio-visual department.

NORTH CAMPUS

The North Campus Audio-Visual Department processes approximately 1,500 work requests per week; this involves all of the different services described above, as well as providing some special services. The following special media services are available.

1. Weather radar services. Via microwave, United States Weather Service radar and reports are made available on closed circuit TV for use in earth science and aviation classes.
2. Teaching lab for TV and radio. A special studio is set up in which students studying radio and television production can learn from hands-on experiences.
3. Biology lab. An audio-tutorial lab has been established which allows increased faculty productivity and individualization of instruction through the use of tapes, slides, and models.
4. Audio-visual student assistant training program. A media based training program has been developed to prepare student assistants who provide much of the media service delivery. This training program and the merit badge program which rewards work effort and experience has resulted in improved media services.

SOUTH CAMPUS

The South Campus Audio-Visual Department, like the North Campus Audio-Visual Department, processes about 1,500 work requests per week. In addition to this service, the South Campus Audio-Visual Department provides the following special services.

1. The largest study center. More than seventy learning carrels are located

in the audio-visual study center, providing the faculty and students with services for enrichment activities and assignments.

2. Aerospace lab. This lab contains six computerized flight simulators and a flight service station which provides student pilots with weather information, planning charts, and airport information. In addition to this equipment, slide tape presentations are also maintained in the study center to provide independent learning activities for student pilots.
3. Secretarial skills lab. This center offers students a chance to practice their office skills on such machines as typewriters, word processors, and calculators.
4. Physical education lab. Students can view video presentations of skills like swinging a golf club or batting a baseball.
5. Eight-track recording studio. Using the eight-track recording equipment in this lab, student engineers practice recording music and performances. This facility is also used to record student music performances.
6. Radio studio. Students studying broadcasting use this lab to learn and practice radio broadcasting. This studio also serves as the South Campus radio station for on-campus broadcasting.
7. Electronic music lab. Students are able to create and record electronic music in this lab which also serves as a listening lab for music classes.
8. Biology lab. Students can work individually in this lab with audio, video, and print media to master important skills and concepts.

NEW WORLD CENTER CAMPUS

The New World Center Audio-Visual Department processes an average of 285 work requests per week. Some of these work requests involve serving either frequently or occasionally some 32 off-campus locations. These requests have included:

1. Math lab. A special lab that offers developmental work using audio tapes, films, slides, film strips, print media and instructors to provide for math skills improvement.

2. Multiple skills lab. Students interact with audio tapes, film, print materials and instructors to individually improve their reading and writing.

3. Social science study area. Audio-visual equipment and materials are maintained in this area for independent study and supplemental assignments.

4. Lunchtime Lively Arts Series. The Audio-Visual Department has played an important role in the setting up of public address systems, lighting, and recording these cultural performances. Last year this commitment involved 355 man hours for the 45 programs sponsored by the New World Center Campus.

5. Library. The Audio-Visual Center also provides and maintains equipment and material for use in the library. This involves the showing of video films via the closed circuit television system, in addition to providing the usual audio-visual equipment such as record players, film strip projectors, etc.

MEDICAL CENTER CAMPUS

The Medical Center Campus Audio-Visual Department processes an average of 462 work requests per week. This department also offers some unique services related to the nature of the courses taught on this campus.

1. Television microscopy. With special lens and cameras, the Audio-Visual Department is able to provide color filming of microscopic pictures.

2. Intraoral filming. Special equipment is used to film procedures and examinations of the mouth. This allows demonstrations to groups that would otherwise be impossible.

3. Medical skills lab. Three special labs have been set up to teach skills in nursing, dental hygiene, and vision care. The use of this lab involves

four steps: Students are pretested to determine their knowledge and then assigned audio-visual study materials. After working with the assigned study materials, students practice their skills, and finally, are tested and evaluated.

OPEN COLLEGE

In addition to this extensive on-campus use of media, Open College represents a large external employment of communications technology. Open College is an instructional division within Miami-Dade Community College responsible for providing credit courses for students in remote or off-campus settings. Specifically, Open College seeks to meet the needs of those individuals who find it difficult to attend regularly scheduled on-campus courses for any one of several reasons: their families cannot be left along, their work schedule varies from month to month, or they have limited mobility.

Since its genesis in 1972, Open College has provided credit courses for close to 25,000 students. This suggests that Open College has successfully met the needs of the "clientele" for which the program was designed.

Open College courses employ several or all of the following components: Audio or visual media; textbooks; RSVP; study guide or student guide; and applied learning experiences.

The media production department has won awards in the Columbus Film Festival, the Chicago International Film Festival, the Greater Miami Film Festival, and from Information Film Producers of America, Inc. (California).

Examples of materials produced by the Media Production Department include: the Man and Environment telecourse, the Classic Theatre telecourse, the Art of Being Human telecourse, the Geology of South Florida (a 16mm film), and numerous slide-tape presentations used by various departments.

In keeping with the philosophy of sharing materials produced at Miami-Dade, we have entered into agreements with several state junior and community colleges. Presently, Broward Community College and West Palm Junior College are using the films from Classic Theatre, a humanities course, and print materials developed for use in Open College. Broward and Palm Beach are also using other Open College course materials, e.g. Business Law and Introduction to Psychology, and have recently begun sharing television broadcast cost. On a statewide level, the State Department of Education's Instructional Television and Radio Department is distributing The Art of Being Human. This means that the text and study guide produced by Miami-Dade faculty members will also be used by other schools in the state. We are hoping that this will soon be true for the Classic Theatre films and materials. Currently, we are preparing to use films and print materials developed by Daytona Community College and Dallas Community College in a revised edition of Miami-Dade's Man and Environment course. We are also cooperating with three other community colleges through the State Department of Education's Instructional Television and Radio Department to assist Coast Community College in California in the preparation of a new Introductory Psychology course.

In summary, when we look at Miami-Dade's use of media we see a variety of communication devices being used to provide for individualized student learning styles and individualized teaching styles; and an effort to share our experiences and knowledge with other institutions. This we believe is what has won us a national reputation for providing quality educational programs.

EQUAL ACCESS-EQUAL OPPORTUNITY
"TWO YEARS TO GO"

by

Dr. Hattie M. Daniels

As a result of federal court order in the Adams vs. HEW case, Florida developed specific plans for equalizing educational opportunity in public higher education. Community colleges and state universities were mandated to adopt measures to overcome the effects of past discrimination. Since that time substantial progress has been made to provide quality education and equality of educational opportunities for all.

In 1977 the Second Supplementary Order in the Adams vs. Califano case ordered HEW to require six of the original ten states (Arkansas, Florida, Georgia, North Carolina, Oklahoma, and Virginia) to submit new desegregation plans and to set specific standards for those plans.

The revised plan pledges by 1981 to continue to exert specific, positive, constructive, and educationally sound efforts to:

1. Increase black student enrollment of high school graduates to the level necessary to achieve parity with white high school graduates and to increase the enrollment of handicapped students.
2. Provide adequate opportunities and supportive service to assist black students and other minorities in addressing their educational needs and achieving their educational goals.
3. Provide substantial financial aid programs in support of accomplishing the goal of equal access-equal opportunity.
4. Insure an appropriate mix in the number of Blacks, other minority persons, women, and handicapped persons employed by the College, especially in the administrative and instructional categories.

As we approach the remaining two years of the revised plan, it is critical that we evaluate progress in implementing the State Equal Access-Equal Opportunity Plan. Clearly the two major problems as identified by the State Equal Access-Equal Opportunity Council are, student retention and the recruitment, hiring and promotion of black administrators and faculty.

The Community Colleges System's goal for student enrollment for all categories of programs is to achieve by October 1, 1981 black/white parity; no less than 6% other minority and no less than 50% women and an increased number of handicapped persons.

A comparison of college level enrollment in the community college system from 1977-78 shows a substantial decrease in the number and percent of Black students. In 1977 the system enrolled 14.3% Black students while in 1978 the enrollment decreased by 11% to 12.6%. Hispanic enrollment is increasing and 55% of the student population is female (Table 1).

There has also been a substantial loss in black first time in college students. Presently the system is enrolling 19.6% of black high school graduates and 31.5% white high school graduates. Parity which represents the difference between the percents of black and white high school graduates enrolled stands at - 11.95% (Table 2B).

A serious concern of the state and federal compliance agencies is the graduation rates of black students compared to others. From 1977 to 1978 there was an increase in the number and percent of Blacks earning degrees in the community college system. Blacks earned 8% of the associate degrees awarded in 1977 and 9.21% earned in 1978, an increase of 13% (Table 7).

A part of the revised plan are yearly hiring goals through 1981. The State plan requires an ethnic mix which reflects the tri-ethnicity of the community and student body. The State has established as goals prior to the Fall of 1981 the achievement

of the following employment ratios:

1. The executive, administrative, and managerial category not less than 10% Black persons, 5% other minority, and 22% women.
2. Instructional category not less than 10% Black persons, 5% other minority, and 45% women.
3. Professional category not less than 10% Black persons, 5% other minority, and 45% women.
4. An increased number of handicapped persons. No numerical goal is set.

In all three categories there is an increase in the number and percent of Black, other minority, and female full-time employees. Only in the area of other professionals have the 1981 goals been reached for females and Blacks. Presently, the administrative staff consists of 8.29% Blacks, 2.64% Hispanics, and 20.85% women (Table 16B). Faculty is 39.76% female, 8.5% Blacks, and 2.85% Hispanics (Table 17B). In the professional category women hold 45.37% of the positions, Blacks 12.62%, and Hispanics 3.5% (Table 18B).

Although the data sighted indicates some progress there is still grave concern relative to the substantial loss in black/white parity for first time in college enrollment, the disparity in graduation rates between black and white students and the employment mix which is below the 1981 goal in many colleges. There are six colleges in the state which employ no black administrators and one college which does not employ any black instructional personnel. Only two colleges are at all close to the parity goal for first time in college students, and only two or three colleges have come close to equalizing the graduation rates.

Although the governing bodies of the public community colleges have affirmed, through rules, resolutions, official statements, and other actions that there will be equal access and opportunity for all citizens in public higher education in Florida, serious barriers exist which impede the achievement of the goals by 1981.

The plaintiffs in the Adams case are already considering court action in 1980 to seek stronger criteria and more stringent guidelines to ensure more rapid desegregation in those states where deficiencies exist.

Without the concerted efforts now by the colleges, State Department of Education, and the Legislature, the 1981 goals will not be met.

There is evidence that our cooperative efforts can benefit the colleges in their struggle to achieve the goals mandated. Recently, HB 1144 (Handicapped Student Assistance Grant) provided grants for auxiliary aids for handicapped students which allows the colleges to meet the responsibility to the handicapped student population. Another example of the EA/EO commitment is the provision of $284,000 for equal access-equal opportunity activities provided by the Florida Appropriations Act. While these decisions boost our EA/EO efforts there are some decisions which impact negatively upon the achievement of the EA/EO goals.

It would be beneficial to the public academic institutions within the state and the EA/EO effort if we could insure that the impact on Blacks, other minority persons, women, and the handicapped, is considered before decisions are made.

In 1977, the State Board of Education clearly stated the goal of the State of Florida to be that the public community colleges and universities provide educational opportunities for all citizens of Florida, who have the desire and ability to proceed through their higher education system from beginning student through the doctoral, professional, and continuing education levels without regard to race, color, creed, sex, age, or national origin. (Resolution adopted by State Board of Education September 6, 1977).

It seems that the goals of the State of Florida and the EA/EO Plan are the same. Florida has a commitment to equal access-equal opportunity in public higher education. With the cooperation of the governing agencies there is still time to

secure for all individuals within the state quality and equality in higher education.

***Statistics derived from Equal Access-Equal Opportunity Data for Florida Community Colleges Fall 1977 and Fall 1978, State of Florida Department of Education.

FLORIDA
COMMUNITY
COLLEGES

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TABLE 1

OPENING FALL ENROLLMENT
COLLEGE LEVEL HEADCOUNT
(EXCLUDING NON-RESIDENT ALIEN AND UNCLASSIFIED COLLEGE LEVEL STUDENTS)

	1977								1978							
	1977 TOTAL	BLACK NO.	BLACK PCT	HISPANIC NO.	HISPANIC PCT	OTHER MINORITY NO.	OTHER MINORITY PCT	FEMALE NO.	FEMALE PCT	1978 TOTAL	BLACK NO.	BLACK PCT	HISPANIC NO.	HISPANIC PCT	OTHER MINORITY NO.	OTHER MINORITY PCT	FEMALE No.	FEMALE PCT
BREV	9118	912	10.0	108	1.2	135	1.5	4445	48.7	8896	710	8.0	141	1.6	102	1.1	4602	51.7
BROW	12766	999	7.8	233	1.8	56	0.4	6799	53.3	14388	956	6.6	311	2.2	68	0.5	7999	55.6
CFLA	2253	404	17.9	18	0.8	8	0.4	1217	54.0	2214	388	17.5	25	1.1	8	0.4	1266	57.2
CHIP	970	190	19.6	2	0.2	5	0.5	505	52.1	1020	194	19.0	4	0.4	8	0.8	548	53.7
DAYT	3748	565	15.1	29	0.8	12	0.3	1951	52.1	3897	823	13.4	34	0.9	18	0.5	2167	55.6
EDIS	3141	96	3.1	38	1.2	13	0.4	1765	56.2	2912	138	4.7	50	1.7	45	1.5	1767	60.7
FJAX	12343	2553	20.7	59	0.5	83	0.7	6737	54.6	11958	2369	19.8	84	0.7	112	0.9	6824	57.1
FKEY	955	59	6.2	63	6.6	17	1.8	469	49.1	912	47	5.2	66	7.2	15	1.6	440	48.2
GULF	3104	357	11.5	22	0.7	36	1.2	1565	50.4	3210	346	10.8	22	0.7	36	1.1	1621	50.5
HILL	10656	1575	14.8	222	2.1	58	0.5	5387	50.6	10818	1432	13.2	336	3.1	115	1.1	5827	53.9
INDR	2937	510	17.4	24	0.8	27	0.9	1565	53.3	2808	408	14.5	32	1.1	23	0.8	1572	56.0
LCTY	2578	683	26.5	22	0.9	19	0.7	722	28.0	2258	506	22.4	23	1.0	8	0.4	796	35.3
LSUM	1344	234	17.4	11	0.8	5	0.4	604	44.9	1324	209	15.8	13	1.0	9	0.7	609	46.0
MANA	4392	257	5.9	15	0.3	35	0.8	2309	52.6	3614	202	5.6	12	0.3	24	0.7	1953	54.0
MIAM	33756	7013	20.8	9844	29.2	265	0.8	18568	55.0	32435	5991	18.5	12306	37.9	363	1.1	18240	56.2
NFLA	472	141	29.9	5	1.1	3	0.6	270	57.2	492	102	20.7	0	0.0	3	0.6	308	62.6
OKAL	3115	191	6.1	45	1.4	45	1.4	1389	44.6	3372	209	6.2	50	1.5	50	1.5	1619	48.0
PALM	6600	723	11.0	204	3.1	42	0.6	3728	56.5	7654	736	9.6	268	3.5	45	0.6	4503	58.8
PASC	1859	125	6.7	13	0.7	27	1.5	986	53.0	1617	82	5.1	7	0.4	16	1.0	890	55.0
PENS	7460	952	12.8	41	0.5	130	1.7	3849	51.6	7077	867	12.3	44	0.6	113	1.6	3690	52.1
POLK	3141	488	15.5	30	1.0	19	0.6	1821	58.0	3131	428	13.7	30	1.0	11	0.4	1888	60.3
ST.J	1209	132	10.9	6	0.5	10	0.8	647	53.5	1140	96	8.4	5	0.4	7	0.6	640	56.1
ST.P	12207	723	5.9	137	1.1	131	1.1	6818	55.9	13044	641	4.9	159	1.2	152	1.2	7585	58.1
SANF	6010	1284	21.4	166	2.8	37	0.6	3255	54.2	6580	1150	17.5	153	2.3	83	1.3	3731	56.7
SEMI	3478	356	10.2	68	2.0	67	1.9	1625	46.7	3667	318	8.7	73	2.0	59	1.6	1785	48.7
SFLA	781	63	8.1	12	1.5	1	0.1	290	37.1	700	55	7.9	13	1.9	3	0.4	341	48.7
TALL	2933	554	18.9	35	1.2	89	3.0	1689	57.6	3043	547	18.0	20	0.7	68	2.2	1751	57.5
VALE	7612	843	11.1	108	1.4	109	1.4	3953	51.9	8405	764	9.1	152	1.8	105	1.2	4463	53.1
TOT.	160938	22982	14.3	11580	7.2	1484	0.9	84928	52.8	162586	20414	12.6	14433	8.9	1667	1.0	89425	55.0

SOURCE: EF-1

TABLE 2B

Florida Community Colleges

PARITY ANALYSIS - 1978 HIGH SCHOOL GRADUATES

College	Public High School Graduates in Attendance Area			Public High School Graduates Enrolled First Time in College				
	Black	White	Percent Black	Black	Percent Black*	White	Percent White*	Parity**
Brevard	345	3,664	8.61	90	26.09	1,214	33.13	- 7.04
Broward	1,347	6,946	16.24	86	6.38	1,354	19.49	- 13.11
Central Florida	429	1,427	23.11	88	20.51	385	26.98	- 6.47
Chipola	220	753	22.61	62	28.18	274	36.39	- 8.21
Daytona Beach	354	1,842	16.12	233	65.82	1,377	74.76	- 8.94
Edison	262	2,592	9.18	33	12.60	493	19.02	- 6.42
Florida JC @ Jax.	2,100	4,854	30.20	361	17.19	1,230	25.34	- 8.15
Florida Keys	32	442	6.75	7	21.88	54	12.22	+ 9.66
Gulf Coast	272	1,327	17.01	75	27.57	628	47.32	- 19.75
Hillsborough	1,430	4,836	22.82	328	22.94	1,773	36.66	- 13.72
Indian River	474	1,231	27.80	114	24.05	535	43.46	- 19.41
Lake City	188	737	20.32	41	21.81	241	32.70	- 10.89
Lake-Sumter	219	983	18.22	20	9.13	201	20.45	- 11.32
Manatee	283	2,347	10.76	51	18.02	635	27.06	- 9.04
Miami-Dade	3,440	5,734	37.50	716	20.81	1,864	32.51	- 11.70
***North Florida	344	593	36.71	44	12.79	147	24.79	- 12.00
Okaloosa-Walton	171	1,985	7.93	36	21.05	690	34.76	- 13.71
Palm Beach	900	2,897	23.70	107	11.89	924	31.90	- 20.01
Pasco-Hernando	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pensacola	886	2,829	23.85	227	25.62	1,141	40.33	- 14.71
Polk	685	2,654	20.52	155	22.63	1,109	41.79	- 19.16
Santa Fe	556	1,209	31.50	225	40.47	743	61.46	- 20.99
Seminole	183	1,598	10.28	36	19.67	360	22.53	- 2.86
South Florida	190	652	22.57	3	1.58	87	13.34	- 11.76
St. Johns River	250	1,405	15.11	21	8.40	223	15.87	- 7.47
St. Petersburg	670	5,089	11.63	86	12.84	1,727	33.94	- 21.10
***Tallahassee	928	1,132	45.05	182	19.61	648	57.24	- 37.63
Valencia	884	4,686	15.87	106	11.99	891	19.01	- 7.02
Total	18,042	66,444	21.36	3,533	19.58	20,948	31.53	- 11.95

* Shown as percents of high school graduates
** Difference in percents
*** Large number of white students graduate from private rather than public high schools

SOURCE: Division of Public Schools and OCR B1 Supplement

FLORIDA
COMMUNITY
COLLEGES

TABLE 7

CCMIS 128
05/07/79
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ASSOCIATE DEGREES EARNED

	1976 - 1977									1977 - 1978								
	AA DEGREES			AS DEGREES			ALL DEGREES			AA DEGREES			AS DEGREES			ALL DEGREES		
	TOT.	NO. BLACK	PCT BLACK	TOT.	NO. BLACK	PCT BLACK	TOT.	NO. BLACK	PCT BLACK	TOT.	NO. BLACK	PCT BLACK	TOT.	NO. BLACK	PCT BLACK	TOT.	NO. BLACK	PCT BLACK
BREVARD	876	32	3.65	379	32	8.44	1255	64	5.10	912	32	3.51	412	23	5.58	1324	55	4.15
BROWARD	945	29	3.07	419	18	4.30	1364	47	3.45	714	22	3.08	356	20	5.62	1070	42	3.93
CENTRAL FLORIDA	254	39	15.35	109	8	7.34	363	47	12.95	318	42	13.21	145	9	6.21	463	51	11.02
CHIPOLA	204	32	15.69	13	5	38.46	217	37	17.05	258	30	11.63	18	7	38.89	276	37	13.41
DAYTONA BEACH	430	30	6.98	225	22	9.78	655	52	7.94	409	30	7.33	219	24	10.96	628	54	8.60
EDISON	360	23	6.39	107	3	2.80	467	26	5.57	376	14	3.72	96	2	2.08	472	16	3.39
FLA JC AT JAX	1206	93	7.71	375	33	8.80	1581	126	7.97	1231	123	9.99	421	43	10.21	1652	166	10.05
FLORIDA KEYS	110	6	5.45	86			196	6	3.06	111	5	4.50	90	3	3.33	201	8	3.98
GULF COAST	323	15	4.64	156	4	2.56	479	19	3.97	264	21	7.95	111	6	5.41	375	27	7.20
HILLSBOROUGH	1053	121	11.49	379	18	4.75	1432	139	9.71	1048	116	11.07	384	21	5.47	1432	137	9.57
INDIAN RIVER	266	34	12.78	116	9	7.76	382	43	11.26	246	59	23.98	186	14	7.53	432	73	16.90
LAKE CITY	158	22	13.92	165	10	6.06	323	32	9.91	160	17	10.63	129	9	6.98	289	26	9.00
LAKE-SUMTER	186	11	5.91	20	1	5.00	206	12	5.83	145	8	5.52	19	2	10.53	164	10	6.10
MANATEE	452	10	2.21	217	11	5.07	669	21	3.14	388	22	5.67	236	16	6.78	624	38	6.09
MIAMI-DADE	4384	549	12.52	1154	138	11.96	5538	687	12.41	4225	617	14.60	1225	171	13.96	5450	788	14.46
NORTH FLORIDA	141	29	20.57				141	29	20.57	116	33	28.45				116	33	28.45
OKALOOSA-WALTON	349	2	0.57	59	5	8.47	408	7	1.72	348	9	2.59	63	2	3.17	411	11	2.68
PALM BEACH	700	63	9.00	373	22	5.90	1073	85	7.92	696	63	9.05	366	21	5.74	1062	84	7.91
PASCO-HERNANDO	252	13	5.16	56	2	3.57	308	15	4.87	237	20	8.44	63	4	6.35	300	24	8.00
PENSACOLA	1079	81	7.51	388	17	4.38	1467	98	6.68	1091	113	10.36	393	24	6.11	1484	137	9.23
POLK	501	45	8.98	236	20	8.47	737	65	8.82	453	42	9.27	213	22	10.33	666	64	9.61
ST. JOHNS RIVER	158	4	2.53	23	5	21.74	181	9	4.97	176	15	8.52	36	1	2.78	212	16	7.55
ST. PETERSBURG	1435	53	3.69	627	27	4.31	2062	80	3.88	1388	75	5.40	612	28	4.58	2000	103	5.15
SANTA FE	696	63	9.05	238	19	7.98	934	82	8.78	854	98	11.48	355	36	10.14	1209	134	11.08
SEMINOLE	428	28	6.54	47	2	4.26	475	30	6.32	471	30	6.37	51	2	3.92	522	32	6.13
SOUTH FLORIDA	66			29			95			72			9			81		
TALLAHASSEE	520	45	8.65	65	2	3.08	585	47	8.03	582	43	7.39	82	2	2.44	664	45	6.78
VALENCIA	853	58	6.80	401	24	5.99	1254	82	6.54	1014	72	7.10	404	18	4.46	1418	90	6.35
SYSTEM TOTAL	18385	1530	8.32	6462	457	7.07	24847	1987	8.00	18303	1771	9.68	6694	530	7.92	24997	2301	9.21

SOURCE: AA-1

FLORIDA
COMMUNITY
COLLEGES

CCMIS 540
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TABLE 16 B

1978

FULL TIME EXECUTIVE, ADMINISTRATIVE, MANAGERIAL EMPLOYEES

	TOTAL	BLACK		HISPANIC		OTHER MINORITY		FEMALE	
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
BREVARD	44	2	4.55	0	0.00	0	0.00	5	11.36
BROWARD	44	5	11.36	1	2.27	0	0.00	10	22.73
CENTRAL FLORIDA	17	2	11.76	0	0.00	0	0.00	2	11.76
CHIPOLA	13	2	15.38	0	0.00	0	0.00	3	23.08
DAYTONA BEACH	45	7	15.56	0	0.00	0	0.00	9	20.00
EDISON	24	0	0.00	0	0.00	0	0.00	8	33.33
FLA JC AT JAX	79	10	12.66	0	0.00	1	1.27	16	20.25
FLORIDA KEYS	10	0	0.00	0	0.00	0	0.00	2	20.00
GULF COAST	20	1	5.00	0	0.00	0	0.00	3	15.00
HILLSBOROUGH	40	5	12.50	13	32.50	0	0.00	9	22.50
INDIAN RIVER	10	2	20.00	0	0.00	0	0.00	1	10.00
LAKE CITY	21	2	9.52	0	0.00	0	0.00	8	38.10
LAKE-SUMTER	8	0	0.00	0	0.00	0	0.00	1	12.50
MANATEE	18	0	0.00	0	0.00	0	0.00	2	11.11
MIAMI-DADE	52	7	13.46	4	7.69	0	0.00	16	30.77
NORTH FLORIDA	10	1	10.00	0	0.00	0	0.00	2	20.00
OKALOOSA-WALTON	14	1	7.14	0	0.00	0	0.00	3	21.43
PALM BEACH	20	2	10.00	0	0.00	0	0.00	1	5.00
PASCO-HERNANDO	35	4	11.43	0	0.00	0	0.00	13	37.14
PENSACOLA	42	3	7.14	0	0.00	0	0.00	6	14.29
POLK	22	1	4.55	0	0.00	0	0.00	2	9.09
ST. JOHNS RIVER	18	1	5.56	0	0.00	0	0.00	3	16.67
ST. PETERSBURG	50	2	4.00	0	0.00	0	0.00	12	24.00
SANTA FE	37	1	2.70	1	2.70	0	0.00	6	16.22
SEMINOLE	33	2	6.06	0	0.00	0	0.00	6	18.18
SOUTH FLORIDA	5	0	0.00	0	0.00	0	0.00	0	0.00
TALLAHASSEE	9	0	0.00	0	0.00	0	0.00	2	22.22
VALENCIA	56	3	5.36	2	3.57	0	0.00	15	26.79
ALL COLLEGES	796	66	8.29	21	2.64	1	0.13	166	20.85

	BLACK	HISPANIC AND OTHER MINORITY	FEMALE
1981 GOAL	10.00	5.00	22.00
DEFICIT - 1978/1981	1.71	2.24	1.15
FALL-1977	59 7.42	20 2.52	1 0.13	157 19.75

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FLORIDA
COMMUNITY
COLLEGES

TABLE 17B

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1978

FULL TIME INSTRUCTIONAL EMPLOYEES

	TOTAL	BLACK		HISPANIC		OTHER MINORITY		FEMALE	
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
BREVARD	222	14	6.31	2	0.90	2	0.90	79	35.59
BROWARD	298	18	6.04	8	2.68	1	0.34	116	38.93
CENTRAL FLORIDA	91	13	14.29	2	2.20	1	1.10	27	29.67
CHIPOLA	62	2	3.23	0	0.00	1	1.61	19	30.65
DAYTONA BEACH	160	9	5.63	0	0.00	1	0.62	56	35.00
EDISON	65	3	4.62	0	0.00	1	1.54	20	30.77
FLA JC AT JAX	374	66	17.65	2	0.53	5	1.34	166	44.39
FLORIDA KEYS	29	0	0.00	1	3.45	0	0.00	7	24.14
GULF COAST	65	5	7.69	1	1.54	0	0.00	31	47.69
HILLSBOROUGH	196	17	8.67	18	9.18	0	0.00	86	43.88
INDIAN RIVER	88	10	11.36	0	0.00	0	0.00	38	43.18
LAKE CITY	70	4	5.71	0	0.00	0	0.00	19	27.14
LAKE-SUMTER	38	2	5.26	0	0.00	0	0.00	11	28.95
MANATEE	101	4	3.96	1	0.99	0	0.00	46	45.54
MIAMI-DADE	935	94	10.05	82	8.77	6	0.64	381	37.54
NORTH FLORIDA	38	2	5.26	0	0.00	0	0.00	14	36.84
OKALOOSA-WALTON	75	3	4.00	0	0.00	0	0.00	23	30.67
PALM BEACH	188	13	6.91	3	1.60	3	1.60	82	43.62
PASCO-HERNANDO	43	2	4.65	0	0.00	1	2.33	16	37.21
PENSACOLA	313	29	9.27	3	0.96	4	1.28	128	40.89
POLK	102	8	7.84	0	0.00	1	0.98	36	35.29
ST. JOHNS RIVER	42	2	4.76	1	2.38	0	0.00	8	19.05
ST. PETERSBURG	349	23	6.59	1	0.29	2	0.57	141	40.40
SANTA FE	243	18	7.41	4	1.65	2	0.82	123	50.62
SEMINOLE	94	10	10.64	0	0.00	0	0.00	37	39.36
SOUTH FLORIDA	32	2	6.25	0	0.00	0	0.00	10	31.25
TALLAHASSEE	68	4	5.88	0	0.00	0	0.00	41	60.29
VALENCIA	146	8	5.48	0	0.00	0	0.00	69	47.26
ALL COLLEGES	4527	385	8.50	129	2.85	31	0.68	1800	39.76

	BLACK	HISPANIC AND OTHER MINORITY	FEMALE
1981 GOAL	10.00	5.00	45.00
DEFICIT - 1978/1981	1.50	1.47	5.24
FALL-1977	8.10	2.53	39.02

SOURCE: EE 06

FLORIDA
COMMUNITY
COLLEGES

CCMIS 540
05/03/79
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TABLE 18B

1978

FULL TIME OTHER PROFESSIONAL EMPLOYEES

	TOTAL	BLACK		HISPANIC		OTHER MINORITY		FEMALE	
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
BREVARD	8	1	12.50	0	0.00	0	0.00	6	75.00
BROWARD	36	3	8.33	1	2.78	0	0.00	19	52.78
CENTRAL FLORIDA	13	2	15.38	0	0.00	0	0.00	6	46.15
CHIPOLA	4	0	0.00	0	0.00	0	0.00	4	100.00
DAYTONA BEACH	19	7	36.84	1	5.26	0	0.00	8	42.11
EDISON	12	2	16.67	0	0.00	0	0.00	8	66.67
FLA JC AT JAX	95	13	13.68	0	0.00	0	0.00	60	63.16
FLORIDA KEYS	11	2	18.18	0	0.00	1	9.09	6	54.55
GULF COAST	12	2	16.67	0	0.00	0	0.00	4	33.33
HILLSBOROUGH	37	4	10.81	5	13.51	0	0.00	14	37.84
INDIAN RIVER	34	4	11.76	0	0.00	0	0.00	19	55.88
LAKE CITY	4	0	0.00	0	0.00	0	0.00	1	25.00
LAKE-SUMTER	11	1	9.09	0	0.00	0	0.00	5	45.45
MANATEE	5	1	20.00	0	0.00	0	0.00	5	100.00
MIAMI-DADE	100	12	12.00	13	13.00	2	2.00	27	27.00
NORTH FLORIDA	5	0	0.00	0	0.00	0	0.00	4	80.00
OKALOOSA-WALTON	13	0	0.00	0	0.00	0	0.00	4	30.77
PALM BEACH	38	8	21.05	0	0.00	1	2.63	17	44.74
PASCO-HERNANDO	4	1	25.00	0	0.00	0	0.00	3	75.00
PENSACOLA	60	4	6.67	0	0.00	1	1.67	19	31.67
POLK	11	2	18.18	0	0.00	0	0.00	4	36.36
ST. JOHNS RIVER	4	0	0.00	0	0.00	0	0.00	2	50.00
ST. PETERSBURG	13	0	0.00	0	0.00	0	0.00	5	38.46
SANTA FE	15	1	6.67	1	6.67	0	0.00	3	20.00
SEMINOLE	22	3	13.64	0	0.00	0	0.00	8	36.36
SOUTH FLORIDA	2	1	50.00	0	0.00	0	0.00	2	100.00
TALLAHASSEE	10	2	20.00	0	0.00	0	0.00	5	50.00
VALENCIA	28	3	10.71	1	3.57	0	0.00	16	57.14
ALL COLLEGES	626	79	12.62	22	3.51	5	0.80	284	45.37

	BLACK	HISPANIC AND OTHER MINORITY	FEMALE
1981 GOAL	10.00	5.00	45.00
DEFICIT - 1978/1981		0.69	
FALL-1977	56 10.26	18 3.30	6 1.10	222 40.66

SOURCE: EEO6

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